



8TH GRADE ELA

SYLLABUS FOR THE 2022-23 SCHOOL YEAR

MS. CLEARY, MS. HARB, AND MR. SANCHEZ
mcleary@dlnsnyc.org, sharb@dlnsnyc.org, wsanchez@dlnsnyc.org



"Read critically, write consciously, speak clearly, tell your truth." – Clint Smith

COURSE OBJECTIVES

This year students will build on the skills they learned in 7th grade. Our curriculum is aligned to the New York State Next Generation Standards, and it will explore identity, culture, systems of oppression, and injustice. We will work on improving:

- Reading Comprehension
- Literary Analysis
- Creative Expression
- Argumentative Writing
- Public Speaking and Discussion
- Close Listening Skills

COURSE MODULES

In addition to focusing on reading, writing, speaking, and listening skills, each module will also have specific social-emotional, identity, and social justice goals.

Module 1: Culture & Identity

Central texts: Several short memoirs, *The Poet X* by Elizabeth Acevedo



Performance Tasks:

- Personal Narrative
- Author Talk
- Character Analysis
- Spoken Word Poem

Module 2: Taking a Stand

Central texts: *To Kill a Mockingbird* by Harper Lee and *Stamped* by Jason Reynolds and Ibram X. Kendi

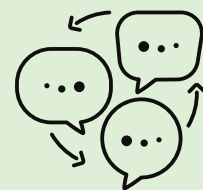


Performance Tasks:

- Theme and author's craft analysis
- Analytical Essay
- Debate

Module 3: Literature Circles

Central texts: *To Be Decided*



Performance Tasks:

- Multimodal Project

GRADING POLICY

Classwork: 50%

Temperature Checks (20%) are quick assessments, such as exit tickets, to check student understanding. These are measured with the following in mind: mastery of assignment standards and thoughtfulness of responses. The Temperature Check Rubric is available in Google Classroom.

Portfolio assignments (30%) are tasks that require more effort and time than temperature checks, and will receive more extensive teacher feedback. Some examples include reading reflections, creative and analytical writing pieces, and multimodal tasks. These are measured with the following in mind: content and organization, critical thinking and analysis, language and mechanics, and evidence (when appropriate). The Portfolio Rubric is available in Google Classroom.

REACH: 10%

You will be able to give yourself a biweekly participation grade based on how well you followed the REACH values. Participation is measured with the following in mind: positive attitude, active engagement and attention during the lesson, following directions, involvement in class discussions by asking questions and sharing thoughts.

Assessment: 40%

Published Pieces (20%) are what we publish at the end of each unit. You will work to brainstorm, outline, draft, and edit your published pieces to ensure they are your best work before grading. Your published pieces will be graded using a rubric for each assignment.

Unit assessments (20%) will occur in the middle and at the end of each unit. These assessments will reflect the standards and topics covered by the unit.

- **All homework** will be posted to Google Classroom and is expected to be completed on time. If you have trouble accessing the internet to get the materials and complete the work, please speak to either Ms. Cleary, Ms. Harb or Mr. Sanchez separately and we will accommodate you.
- **Late Assignments:** It is the responsibility of the student to collect missing assignments from Google Classroom. Points will not be deducted from late assignments; however, each unit will have a late-work deadline prior to the final assessment. If the student fails to hand in an assignment before the late-work deadline, the grade for that assignment will become a zero.

Key Learning Goals

- I can analyze and describe characters.
- I can explain how authors use literary devices to create a specific impact.
- I can cite strong evidence.
- I can participate in discussions and work respectfully with my peers.
- I can write strong arguments with clear reasoning.
- I can determine the meaning of unfamiliar words and phrases in a text.

Course Expectations
